

July 7, 1987

ACTEDS Plan Outline

1. Introduction. State the purpose of the ACTEDS plan, its scope and other pertinent information to orient the user.

2. Objectives. State the short- and long-term objectives of the career program and any goals you hope to achieve through the ACTEDS program.

3. Structure. Consider the need for a working group or steering committee to assist in the development, implementation and evaluation of the ACTEDS plan. If such a group is appointed, state its composition and its functions.

4. Key positions.

a. Definition. State the definition of key positions, including the criteria used for designating positions and the final approval authority within the career program. If key positions are identified by organizational titles, (every position within the career program with the same organizational title is designated as key), state the organizational titles. Include the official title, series and grade of the positions if such further identification is necessary for clarity or to avoid confusion with similarly titled positions in other career fields (e.g., Program Manager). If individual positions are designated as key, list the command, activity, duty station, title, pay plan, series, grade, and if necessary, job number, for each position.

b. Management. Explain how the FC/FCR plan to manage assignments to key positions. There may be provision for their direct involvement in selections, for the application of additional assessment tools, or for other advice/assistance to be provided to selecting officials.

5. Career ladder. Design a career ladder showing recommended progression paths to the key positions. Lateral assignments which provide necessary cross-training should be included. Keep in mind that there may be different paths to follow for staff vs. operating jobs and technical (senior specialist) vs. supervisory/managerial jobs.

6. Competencies. List, in order of relative importance, the knowledges, skills and abilities (KSA) which are needed to perform in each job category at each grade level. This information will be available from the job analysis, if one has been performed. If not, subject matter experts can identify needed competencies using such reference materials as the Office of Personnel Management classification and qualification standards, representative position descriptions, training course materials, mission and function statements, personal knowledge,

etc. Determine the best method(s) for teaching each of the competencies listed. Consider formal training, on-the-job training, correspondence courses, self study, etc. Identify the appropriate time in an employee's career for the training and whether refresher training will be required at recurring intervals, for example, to stay current with changing technologies or to retain required certification. (For in-depth information on assessing career program needs, refer to CIVPERCEN issue paper, subject: FCR Assessment of Career Program Training Needs, 15 June 87).

7. Master training plan. This comprises a listing of all training events, including formal training courses (long- and short-term), developmental assignments, correspondence courses, self-development projects, seminars, conferences, etc. for consideration in developing each employees' individual development plan. Consider not only training within the specific occupation, but also cross-training in related functions which is needed to enhance performance. For each instance of training, include the knowledges, skills and abilities (identified in paragraph 6 above) to be acquired.

Include, for each series and grade (or phase, such as intern, specialist, supervisory/senior specialist, managerial, executive) covered by the career program:

a. Universal training. This is training which is to be provided to all employees who have similar duties and responsibilities. Prioritize all instances of training within the categories of Mandatory, Priority I; Mandatory, Priority II; and Recommended, according to the ACTEDS training category definitions. List the title, length, source, and a brief description of each course. If there are specifically acknowledged equivalencies for particular courses, list them. Include any provisions for waivers of mandatory training and the criteria for approval of such waivers.

b. Competitive training. This is training (both long- and short-term) for which people will be competitively selected to develop them for positions with greater responsibility in their career field. This includes long-term training, short-term executive development courses, and developmental assignments for which there is either career program-wide or Army-wide competition. For specific courses listed, state the eligibility criteria, title, length, source, and a brief description. Describe the application procedures and competitive selection process or refer to the documents which contain this information.

c. Supervisory/managerial core curriculum. Include the courses determined by the Civilian Personnel Center to be mandatory and recommended for supervisory and managerial personnel.

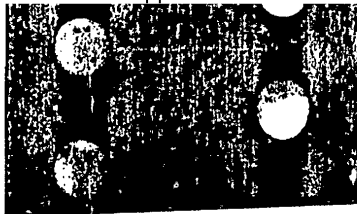
8. Competitive Development Group (CDG). A CDG is an optional

element of an ACTEDS plan. If the decision has been made to sponsor a CDG, include the following information, at a minimum, about its design (refer to issue paper, subject: Key Positions and Competitive Development Groups, 15 June 1987):

- a. eligibility requirements for entry
- b. intake schedule
- c. application procedures
- d. description of the competitive process
- e. selection procedures and authority
- f. length of program (core curriculum)
- g. mentoring and IDP development
- h. termination procedures
- i. graduation requirements
- j. referral process for key positions
- k. mobility and continued service requirements

9. Mobility requirements. State management's philosophy on the importance of geographic mobility for advancement in the career program. State any specific requirements that may exist.

10. Self-evaluation and planning. Provide a statement of the importance of employee self-evaluation and career planning. Describe sources of assistance available to the employee within the career program structure.



REPRODUCED AT GOVERNMENT EXPENSE

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MASTER TRAINING PLAN - (TITLE, SERIES, GRADE)

	DESCRIPTION	TYPE *	SOURCE	LENGTH (DAYS)	KSA TO BE ACQUIRED	FOR IDP PLANNING		
						1 DATES	2 LOCATION	3 SUPERVISOR
I. UNIVERSAL TRAINING								
1. MANDATORY, PRIORITY I								
a. (TITLE)								
(EQUIVALENCIES, IF ANY)								
2. MANDATORY, PRIORITY II								
a. (TITLE)								
(EQUIVALENCIES, IF ANY)								
3. RECOMMENDED								
a. (TITLE)								
II. COMPETITIVE TRAINING								
1. (TITLE)								
(EQUIVALENCIES, IF ANY)								

* TYPES INCLUDE FORMAL CLASSROOM (FC), DEVELOPMENTAL ASSIGNMENT (DA), CORRESPONDENCE COURSES (CC),
 REMOTE READING (RR), ON-THE-JOB (OJT), ETC.